

國立台中師範學院九十三學年度 語文教育學系
第一屆博士班研究生招生考試 英文試題
(總共四題，考試時間：10:30-12:00)

1. 英翻中 20%

Using literature as content in ESL/EFL classes has a variety of benefits. While reading literature should be primarily an enjoyable aesthetic experience, using literature in L2 classrooms can also develop students' language awareness. Because literary texts are unique in their ability to illustrate that what is communicated cannot be separated from how it is communicated, they provide an ideal context for demonstrating the importance of form in language learning and language use.

2. 中翻英 20%

知名語言學家麥可 哈利代(Michael Halliday)認為孩子在語文學習的過程中，所著重的焦點是語文的意義而不是語文的形式。換句話說，他們著重在他們想說的意義是什麼，而不是文法。在任何有意義的語文事件中，孩子有機會學習語文、學習與語言相關的、透過語言來學習。孩子學語文，可透過語文實作，例如：說、聽、讀與寫等方式來學。語文對他們而言只是一個工具。透過這個工具，他們去學對他們是重要的事物。

3. Summarize the following passage in about 100 words:(30%)

While the French settlers made their homes mostly in the eastern parts of North America, members of other European groups settled farther west on the continent. For instance, many

people from Finland settled in the American states of Wisconsin and Montana. In Canada, in the early 1990s, a group of Finnish people started a settlement in the western province of British Columbia. These Finns wanted to escape their hard life as coal miners in Finland and start a new life based on farming, fishing, and logging. They called their new Canadian community “Sointula,” which means “harmony,” or people getting along well together. Unfortunately, this new Finnish community had several problems. A fire killed some of the immigrants, there were not enough houses for all the families, and businesses did not succeed. Finally, only about 100 Finnish people remained in Sointula. Today, the descendants of these Finnish pioneers still live in the area around Sointula. In this region some people still speak Finnish, and the telephone book contains many Finnish names. Like the Finns, many immigrants of Asian, African, and Latin American descent came to Canada and the United States to make a better life for themselves and particularly for their children. There are large Japanese and Chinese communities in the Canadian provinces of British Columbia and Alberta and on the West Coast of the United States. Some of these Asian immigrants are farmers, while others operate various business in the towns and cities. Several generations ago, Sikh people from India settled in western Canada and in California, and today their descendants live throughout North America. Most of their newer immigrants from the Indian subcontinent live in the larger cities of Canada and the United States, where they work in scientific and technical industries or in their own shops, restaurants, or trading companies.

4. English writing: (30%)

In this knowledge explosion era, no one should withstand the trend and concept of lifelong learning. Please write an English essay on “Learning is lifelong business.”

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第一屆博士班研究生招生考試 國文試題
(總共三題，考試時間：8:30 - 10:00)

壹、問答題（分中國哲學與中國文學兩部份，每部份均為二選一之題型。一題三十分。）

一、中國哲學部份（選答一題即可）

(一) 中國哲學史中，有關人性之論，在先秦已有多種說法。孟子書中即有告子以為「性無善無不善」，或有以為「性可以為善可以為不善」，又或以為「有性善有性不善」諸說，其後有荀子主「性惡」。請問以上諸說之大要為何？而孟子獨以為「性善」，其主要論據為何？

(二) 儒家盛言聖知仁義，而老子云：「絕聖棄知，絕仁棄義」。其故何在？願聞其詳。

二、中國文學部份（選答一題即可）

(一) 中國具有悠久的詩歌傳統，請就先秦、漢魏南北朝至唐代，各舉一篇詩歌作品，說明各時期古典詩歌發展的特色；並舉一首現代詩作品，比較古詩與現代詩之異同。

(二) 詩至唐代，名家輩出，請舉兩位不同風格之作家的作品，加以比較賞析之。

貳、評述作文(四十分)

《莊子齊物論》：「既使我與若辯矣若勝我我不若勝若果是也我果非也邪我勝若若不吾勝我果是也若果非也邪其或是也其或非也邪其俱是也其俱非也邪我與若不能相知也則人固受其閼吾誰使正之使同乎若者正之既與若同矣惡能正之使同乎我者正之既與我同矣惡能正之使異乎我與若者正之既異乎我與若矣惡能正之使同乎我與若者正之既同乎我與若矣惡能正之然則我與若與人俱不能相知而待彼也邪」
請就上引內容，自擬一題，作文評述之。

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語文教學研究試題
(總共五題，一題二十分；考試時間：1:30—3:30)

壹、人類的語文聆聽 (listening) 能力可分成哪些類型？
如以這些類型為則，將之應用於實際的語文教學之中，
教學者應該分別注意哪些實施的原則？在學生學習成
就的評量上，又分別有何施測的重點？試申論之。

貳、國語詞彙中，技巧與策略兩個語詞因意涵相近，往往混
用；而在學習領域裡，Skills(中譯技巧)和 Strategies(中譯
策略)則指涉不同事物。請以閱讀與寫作教學為例，申論
二者之差異。

參、學習書法有人從「書法源流」觀點，先學「篆隸」，後
學「楷行草」；有人從「時代意義」觀點，先學「楷行」，
後學「草隸篆」。試分析此兩種學書歷程之利弊得失。

肆、從事語文教學研究之際，研究者對於應採用質化、量化
或質量並重方式深感困擾，故美國知名學者 Dr. Sherman
嘗謂：研究方法決定於「What is Your Question？」 請
以此觀點設計三個問題：一適於量化方法、一適於質化
方法及一適於採用質量並行方式，並逐一說明每個問題
與採用各該項研究方法之理由。

伍、撰寫文獻為研究過程中最易達成者，然去蕪存菁之功，

向為研究者所苦。請組合下列幾段文獻為一段文字，並說明其主要意旨。

1. Bartlett 基模是一個人用以同化新訊息及產生訊息回憶之既有的知識結構---1932
2. Rumelhart 基模是存在記憶中表徵類種概念 (Generic Concepts) 之資料結構---1983
3. Rumelhart and Ortony listed four major characteristics of schemata (a) Schemata have variables (b) Schemata can embed, on within another (c) Schemata represent knowledge at all levels of abstraction (d) Schemata represent knowledge rather than definitions---1977
4. Mayer 認為基模是一個普遍性的知識結構---1983
5. 岳修平認為 (1) 基模是有變異性的 (2) 基模可以被階層化組織的 (3) 基模可以幫助人們作推論---1998
6. Schemata are generalized knowledge about objects, situations, and events. For example, your knowledge of what you might expect to see when you go to a play is represented in a schema. You would expect scenery, costumes, actors, props, separate acts, and an intermission. Schemata are abstract knowledge representations that can be instantiated in a particular instance. -- McCormick and Pressley, 1997.
7. A schema is like an outline, with different concepts or ideas grouped under larger categories. Various aspects of schemata may be related by series of propositions, or relationships. - Slavin, 2000.